

**TEACHER'S STRATEGY ON TEACHING GRAMMAR AT
THE SECOND YEAR STUDENTS OF STATE ISLAMIC
SENIOR HIGH SCHOOL SELATPANJANG TEBING
TINGGI DISTRICT OF MERANTI
ISLAND REGENCY**



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PEKANBARU
1432 H/2011 M**

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Thesis

Submitted to Fulfill One of the Requirements
for Undergraduate Degree in English Education
(S.Pd.)



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SUPERVISOR APPROVAL

The thesis entitled “*Teacher’s Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.*”, is written by Trisnawati, NIM. 10614003410. It is accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

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The Writer

TRISNA WATI

ABSTRACT

Trisnawati, (2011) : Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.

This research intends to know Teacher's strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency. The problem of this research are the students cannot use grammar to learn English, the students not be able to using grammar, and the students memorize vocabulary without focusing grammar, formulation of the problem is "How is Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency?"

This research is descriptive method, the subject of this research was English Teacher at the State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency. And the object of this research is Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.

The instrument of this research was by using observation and interview. Observation used to find out Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang. While, interview is to know the Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency .

The data analysis to find out Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang was by using direct observation with alternative answer "yes" and "no". it shows that from two Teacher the number of: The total of "Yes" 51 =(63,75%) and The total of "No" 29=(36,25%). Therefore, by having this percentage, it is obviously indicated that the Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency is categorized "ENOUGH". While, interview was conducted at date 02 maret 2011.

ملخص

تريسنواوتي (٢٠١١): منهج المدرس في تدريس الطلاب القاعدة الإنجليزية لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجنج مركز تيبينغ تينغي منطقة ميرانتي.

الغرض من هذا البحث لمعرفة منهج المدرس في تدريس الطلاب القاعدة الإنجليزية لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجنج مركز تيبينغ تينغي منطقة ميرانتي. وصيغة المشكلة في هذا البحث كيف كان منهج المدرس في تدريس الطلاب القاعدة الإنجليزية لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجنج مركز تيبينغ تينغي منطقة ميرانتي؟ وهذا البحث هو بحث وصفي والهدف في هذا البحث مدرس اللغة الإنجليزية بالمدرسة العالية الحكومية سيلات فانجنج مركز تيبينغ تينغي منطقة ميرانتي.

وتتكون الأدوات في هذا البحث من الملاحظة و المقابلة. وعقدت الملاحظة أربع مرات مع العملية لمعرفة منهج المدرس في تدريس الطلاب القاعدة الإنجليزية لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجنج وعقدت المقابلة مباشرة إلى المدرسين بالمدرسة العالية الحكومية سيلات فانجنج.

وتحلل البيانات لمعرفة منهج المدرس في تدريس الطلاب القاعدة الإنجليزية لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجنج بطريقة الملاحظة المباشرة بالسؤالين البديلين هما "نعم و لا"، ومع ذلك تكون النتائج من تحليل البيانات من المدرسين أن مجموع الأجوبة "نعم" ٥١=٦٣,٧٥ في المائة) و مجموع الأجوبة "لا" ٢٩=٣٦,٢٥ في المائة). ومع ذلك بوجود النسبة في هذا البحث فإن منهج المدرس في تدريس الطلاب القاعدة الإنجليزية لطلبة الصف الثاني بالمدرسة العالية الحكومية سيلات فانجنج مركز تيبينغ تينغي منطقة ميرانتي على المستوى "كفاية" وقد أجريت المقابلة في التاريخ الثاني من مارس سنة ٢٠١١.

ABSTRAK

Trisnawati, (2011) : Strategy Guru dalam Mengajarkan Grammar Kepada Siswa Kelas Dua Madrasah Aliyah Negeri (MAN) Selatpanjang Kecamatan Tebing Tinggi Kabupaten Kepulauan Meranti.

Penelitian ini bertujuan untuk mengetahui strategy guru dalam mengajarkan grammar kepada siswa kelas dua Madrasah Aliyah Negeri (MAN) Selatpanjang Kecamatan Tebing Tinggi Kabupaten Kepulauan Meranti. Permasalahan dalam penelitian ini adalah siswa tidak bisa menggunakan grammar dalam pelajaran bahasa inggris, siswa kurang mampu menggunakan grammar, siswa hanya menghafal vocab,tidak fokus dengan grammar. Dalam penelitian ini rumusan masalahnya adalah bagaimana strategi guru dalam mengajarkan grammar kepada siswa kelas dua Madrasah Aliyah Negeri (MAN) Selatpanjang Kecamatan Tebing Tinggi Kabupaten Kepulauan Meranti?

Penelitian ini merupakan penelitian deskriptif dan subjek dari penelitian ini adalah guru yang mengajarkan bahasa inggris di sekolah Madrasah Aliyah Negeri (MAN) Selatpanjang Kecamatan Tebing Tinggi Kabupaten Kepulauan Meranti. Dan objek dari penelitian ini adalah Strategy Guru dalam mengajarkan grammar kepada siswa kelas dua Madrasah Aliyah Negeri (MAN) Selatpanjang Kecamatan Tebing Tinggi Kabupaten Kepulauan Meranti

Instrumen yang digunakan dalam penelitian ini adalah observasi dan interview. Observasi dilakukan sebanyak 4 (empat) dengan tindakan untuk mengetahui stragegi guru dalam mengajarkan grammar kepada siswa kelas dua Madrasah Aliyah Negeri (MAN) Selatpanjang, kemudian, interview dilakukan untuk mengetahui strategy yg digunakan guru disekolah Madrasah Aliyah Negeri (MAN) Selatpanjang.

Analisis data dilakukan untuk mengetahui strategi guru dalam mengajarkan grammar kepada siswa kelas dua Madrasah Aliyah Negeri (MAN) Selatpanjang dengan cara observasi langsung dengan dua alternatif jawaban “yes” dan “no”, sehingga berdasarkan hasil analisis data dari dua guru dapat disimpulkan bahwa total jawaban “yes” 51 = (63,75%) dan total jawaban “no” 29 =(36,25%). Oleh karena itu dengan adanya persentase ini strategi guru dalam mengajarkan grammar kepada siswa kelas dua Madrasah Aliyah Negeri (MAN) Selatpanjang Kecamatan Tebing Tinggi Kabupaten Kepulauan Meranti termasuk dalam kategori “CUKUP”. Kemudian, interview dilakukan pada tanggal 02 maret 2011.

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CHAPTER 1

INTRODUCTION

A. Background of the Problem

Teaching and learning process in the point of formal education process at the school describes that a teacher has an important role in the process. As it is described by Nana Sudjana, in this book about “Dasar-dasar proses belajar mengajar” as follows : The teacher has central position in teaching and learning process, because his or her role is very important. He or she has to be able to apply curriculum’s value in transferring knowledge to the students in teaching and learning process.¹

From the quotation above, it is clear that a teacher has an important position in teaching. Therefore in doing his task, a teacher is demanded to have a good strategy or skill in teaching, so the target expected can be achieved. Their motivation, attitude toward the language, in social and psycological aspects are the effective factors in their learning English activities, which are implemented into the teacher’s performance that the leaarners in the acquisition of the language need it. William, communication activities is that the teacher structures the situation, so that learners have to overcome an information gap or solve a problem.²

¹Nana Sudjana. *Dasar-dasar Proses Belajar Mengajar*. Sinar Baru algensindo Offset. Bandung. 2009. P. 1.

²William Littlewood. *Communicative Language Teaching an Intoduction*, Printed in Great Britain at the University Press. Cambridge.1995. P. 22

Kalayo and Fauzan state that language has been defined in many ways, for example as pronunciation, grammar, lexis, discourse, or as form, meaning and use. Model of communicative competence-a term developed, is defined as the ability to use language appropriately in a variety of contexts which includes grammatical, sosialinguistic, discourse, and strategic competences, have outlined what it means to be proficient in a language (Canale and Swim 1980; Ommogio Hadley, 1993, in Graves, 2005 in Hasibuan and Fauzan 2007;24).³

Language is a mean of communications that is used by people. The people use language to communicate and express all information. Language is used to communicate each other, share our ideas, tell people about our experiences, express our wishes and desire, solve complex problems by drawing information,that happen in the workplace and across cultures with people from other countries. English is the only language that is used by most of the people in the world.Basic skill to create good English communication in English is grammar.

There are some components in English that should be mastered by students in every educational institution. One of them is grammar, it is very crucial. If we do not have knowledge about grammar, we will get difficulties how to speak well in English. As Hornby 1975in Andi Hasni says that the

³Kalayo Hasibuan and Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. First Published. Pekanbaru. 2007. P. 24

learner who wishes has to speak and write English correctly with grammatical correctness.⁴

Dealing with this, the students will not understand and make sentence correctly if they do not master grammatical aspects. Murty 1998in Andi Hasni says that what we study in grammar is sentence structure⁵. Furthermore, Brown states that grammar tells us how to construct a sentence (word, verbs, noun systems, modifiers, phrases, clauses, and ect),so grammar or sentence structure is very essential in every language. In addition, if we would like to be a good writer, we must master grammatical aspects⁶. Mastering grammar is the first step to become a good writer. Boey 1975in Andi Hasnisays that grammar of a language consists of the rules that will generate sentence grammatically, acceptable to native speakers.⁷

Traditional teachers often focus on grammatical rules rather than meaning when teaching gramatical structure. They believe that learning a foreign language is about learning to master its linguistic system and if students know the grammar rules, they will be able to communicate in the language. The fact shows that although students can learn and remember grammatical rules very well, they can not communicate in the target language at all. (Zainil).⁸

⁴Andi Asni. *The Correlation of Students' Motivation in Studying Grammar Toward Their Writing Ability at the Second Year Students of SMA Babussalam Pekanbaru*. Pekanbaru: UIN Suska Riau. 2006. P. 2-3.

⁵Ibid. P. 3.

⁶H. Douglas Brown. *Teaching by Principles An Interactive Approach to Language Pedagogy*. San Francisco State University Englewood Cliffs. New Jersey. P. 348.

⁷Ibid. P. 3.

⁸Zainil. *Language Teaching Seminar*. The Internet TESL Journal. Universitas Negeri Padang. 2009. P. 96.

Teaching and learning process of English has important role in improving the quality of education at school. Teacher is one of the education components that must encourage students to be active and focused on their teaching. It is because, English teacher is an important agent in bringing and transferring knowledge to his or her students.

Haycraft, teaching and learning a language inevitably involve relationship between different nationalities. A study of the possible intricacies of the relationship would fill book. However, it is worth trying here to examine some of the underlying factors which can affect both the learner and the teacher of English.⁹

According to Paulston and Bruder A grammar lesson may take many formats, and we are perfectly ready to concede that there are other ways of teaching grammar than ours.¹⁰

According to Steward 1985 in Rovi Karmona “a solid foundation in English grammar is essential for successful communication”. If the students want to master English, they have to master English language components. One of them is grammar. It is needed to promote the development of listening, reading, speaking and writing skill.¹¹

One of the main problems that some of the English teachers face difficulties to understand their students about grammar, especially, how to use grammar whether in writing or speaking forms. Wherever, grammar has an

⁹John Haycraft. *An Introduction to English Language Teaching*, Thirteenth Impression. Printed in Singapore. 1991. P. 1

¹⁰Paulston Bratt and Bruder. *Teaching English as a Second Language Techniques and Procedures*. English Language Institute. Wintrop Publis hers. INC. 1976. P. 33.

¹¹Rovi Karmona, 2004: 83

important role in arranging word pertaining to this case. According to Swam 1980 in Taryadim “grammar is the role of how words change to show meaning and grammar is a key element in addition”.¹²

MAN Selatpanjang is one of the Senior High School situated in Selatpanjang. Meranti Regency, Riau. MAN Selatpanjang is the only one state Islamic High School Selatpanjang. It is in Banglas street, Selatpanjang. It is a strategic place of school, far from the city, market, and the crowded situations.

In this school, English is taught as one of the main subjects. English is taught 4 hours a week in the department of Science or IPA, and 4 hours for the department of Social or IPS.

According to the problem above, even though the students of MAN Selatpanjang have been studying English and have practiced daily, there are some students who are still difficult to communicate in English. The students do not understand about structure and how to use grammar in sentence or speaking. The difficulties can be seen in students' daily speaking. They tend to master vocabularies without focusing on the grammar.

These are some weaknesses of students MAN Selatpanjang or the phenomena encountered by students:

1. Some of the teachers get difficulties to ease the students in mastering the use of the personal pronouns.
2. Some of the teachers only speak to explain the grammar most of the time
3. Some of the students' grammar score is very low.

¹²Taryadim, 2005; 3

4. Most of the students only memorize vocabulary without learning how to use it in the right way.

Based on the phenomena above, the writer feels interested in doing a research entitles: **“TEACHER’S STRATEGY ON TEACHING GRAMMAR AT THE SECOND YEAR STUDENTS OF STATE ISLAMIC SENIOR HIGH SCHOOL SELATPANJANG TEBING TINGGI DISTRICT OF MERANTI ISLAND REGENCY”**.

B. Problem

1. Identifying of the Problem

Based on the phenomena that the writer describes above, the problem will be identified as follows:

- a. Some of the students not be able to use the personal pronouns.
- b. The students can't use grammar to learn English..
- c. The students' score is still low.
- d. Some students memorize vocabulary without focusing on grammar.

2. Limitation of the Problem

Based on the identification of problem above, the writer will not study all the problems: The writer only identifies Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.

3. Formulation of the Problem

Based on the limitations of the problem above, the writer will formulate the problem as follows: How is Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency?

4. Definition of the Term

- a. Teacher

A person who teaches especially in a school.

b. Strategy

Strategy is a plan designed for a particular purposes; the process of planning something or carrying out plan in a skillful way (Hornby).¹³ Strategy is specific methods of approaching a problem or task, modes of operation for achieving a particular end. Planned design for controlling and manipulating certain information (H. Douglas). Strategies can be thought and states that “.... Good teaching includes teaching students how to learn, how to remember, how to talk, how to motivate them.”¹⁴

c. Students

A person who is studying at school.

d. Grammar

Grammar is the rules in a language for changing the form of words and combining them into sentence. (Hornby)¹⁵. Grammar is a system of rules governing the confessional arrangement and relationship of word in a sentence (H. Douglas).¹⁶

Confirming to the rules of grammar, Richard explain that a phrase, clause, or sentences which is acceptable because it follows the rules of a grammar¹⁷. Richard states that grammar is a description of the structure of a

¹³ Hornby A.S, “*Oxford Advanced Learner’s Dictionary of Current English*, Fifth Edition. Oxford University Press. 1995.

¹⁴ Op.cit. p. 189

¹⁵ Op. Cit. P.

¹⁶ Op. Cit. P. 347

¹⁷ Jack Richard and John Platt and Heidi Platt. *Language Teaching and Applied Linguistic*. Second Edition. Printed in Malaysia. VVP. 1999. P. 161

language and the way in which linguistic units such as word and phrases are combined to produce sentences in the language. It usually takes into account the meaning and function of these sentences that have in the overall system of the language.¹⁸

5. Reason for Choosing the Title

1. The title of the research is very important to be investigated because the problems are related to “Teacher’s Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency”.
2. The topic is relevant to the state of writing of the student of English department.
3. As far as the writer has concerned, this research title has never been investigated by any researchers yet.

6. Objective and Significance of the Research

a. Objective of the Research

In general, the objective of this research is to find out the Teacher’s Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency. Then, the objective of this research is to find out what the English teacher’s strategy in teaching grammar.

¹⁸Op. Cit. P.161

b. Significance of the Research

1. To help the writer to enlarge her knowledge in field of the study in the future.
2. Guide information for the senior high school at Selatpanjang regarding with Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.
3. As reference for those who want to carry out the same topic of investigation in future.
4. To fulfill one of the requirements for the write to gain the undergraduate of English education department of Tarbiyah Faculty of UIN Suska.

CHAPTER II

THEORETICAL FRAMEWORK

A. Strategies for Learning Grammar

Language teachers and language learners are often frustrated by the disconnection between knowing the rules of grammar and being able to apply those rules automatically in listening, speaking, reading, and writing. This disconnection reflects a separation between declarative knowledge and procedural knowledge.

Procedural knowledge does not translate automatically into declarative knowledge; many native speakers can use their language clearly and correctly without being able to state the rules of its grammar. Likewise, declarative knowledge does not translate automatically into procedural knowledge; students may be able to state a grammar rule, but consistently fail to apply the rule when speaking or writing.

To address the declarative knowledge/procedural knowledge dichotomy, teachers and students can apply several strategies.

1. Related knowledge needs to learning goals.

Identify the relationship of declarative knowledge and procedural knowledge to student goals for learning the language. Students who plan to use the language exclusively for reading journal articles need to focus more on the declarative knowledge of grammar and discourse structures that will help them understand about those texts. Students who plan to live in-country need to focus

more on the procedural knowledge that will help them manage day to day oral and written interactions.

2. Apply higher order thinking skills.

Recognize that development of declarative knowledge can accelerate development of procedural knowledge. Teaching students how the language works and giving them opportunities to compare it with other languages they know allows them to draw on critical thinking and analytical skills. These processes can support the development of the innate understanding that characterizes procedural knowledge.

3. Provide plentiful, appropriate language input.

Understand that students develop both procedural and declarative knowledge on the basis of the input they receive. This input includes both finely tuned input that requires students to pay attention to the relationships among form, meaning, and use for a specific grammar rule, and roughly tuned input that allows students to encounter the grammar rule in a variety of contexts. (For more on input, see Teaching Goals and Methods.)

4. Use predicting skills.

Discourse analyst Douglas Biber has demonstrated that different communication types can be characterized by the clusters of linguistic features that are common to those types. Verb tense and aspect, sentence length and structure, and larger discourse patterns all may contribute to the distinctive profile of a given communication type. For example, a history textbook and a newspaper article in English both use past tense verbs almost exclusively. However, the

newspaper article will use short sentences and a discourse pattern that alternates between subjects or perspectives. The history textbook will use complex sentences and will follow a timeline in its discourse structure. Awareness of these features allows students to anticipate the forms and structures they will encounter in a given communication task.

5. Limit expectations for drills.

- a. Mechanical drills in which students substitute pronouns for nouns or alternate the person, number, or tense of verbs can help students memorize irregular forms and challenging structures. However, students do not develop the ability to use grammar correctly in oral and written interactions by doing mechanical drills, because these drills separate form from meaning and use. The content of the prompt and the response is set in advance; the student only has to supply the correct grammatical form, and can do that without really needing to understand or communicate anything. The main lesson that students learn from doing these drills is: Grammar is boring.
- b. Communicative drills encourage students to connect form, meaning, and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example, to practice questions and answers in the past tense in English, teacher and students can ask and answer questions about activities the previous evening. The drill is communicative because none of the content is set in advance:

Teacher: Did you go to the library last night?

Student 1: No, I didn't. I went to the movies. (to Student 2): Did you read chapter 3?

Student 2: Yes, I read chapter 3, but I didn't understand it. (to Student 3): Did you understand chapter 3?

Student 3: I didn't read chapter 3. I went to the movies with Student 1.¹

B. Learning Strategies

Learning strategies can be defined as behavior and thought in which a learner engages and which are intended to influence the learner's encoding process. Thus, the goal of any particular learning strategy may be affect way in which the learner selects, organizes, or integrates new knowledge. Good teaching includes teaching students how to learn, remember, think, and motivate themselves. Teacher enter the classroom with to distinctly different kinds of goals which are teaching students "what" to learn and teaching students "how" to learn. Some major categories of learning strategies as:

1. Rehearsal strategies such us copying, underlining, or shadowing;
2. Elaboration strategies such as paraphrasing or summarizing;
3. Organizational strategies such as outlining or creating a hierarchy;
4. Comprehension monitoring strategies such as checking for comprehension failures; and
5. Affective strategies such as being alert and relaxed.

¹[Http://www.nclrc.org/essentials/grammar/stratgram.htm](http://www.nclrc.org/essentials/grammar/stratgram.htm)

Many current approaches to classroom learning emphasize the role of the learner in creating, monitoring, and controlling a suitable learning environment. Learning strategies research, by providing strong evidence that these learning strategies can be taught, is creating a useful database from which applications can and will be derived.²

([Http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp))

Kathleen Graves (2000; 50) states that Learning strategies focus explicitly on how one learns. They are the cognitive and metacognitive strategies we use to learn effectively and efficiently, such as monitoring our speech (self monitoring) or developing strategies for remembering new vocabulary. The aim behind developing learning is two-fold. The first is to help students become aware of how they learn so that they can expand their repertoire of learning strategies and become effective learners in the classroom. The second is to help students develop ways to continue learning beyond the classroom. Thus, if a student learns to self-monitoring or to use memory strategies in the classroom, the strategies can presumably be used outside of the classroom when using the target language. If, as part of your course, you design activities to teach students to be aware of and develop specific learning strategies, then strategies are one of the ways you conceptualize the context of your course.³

C. Learner Strategy Training

a. Strategic Investment

²[Http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp)

³Kathleen Graves . *Designing Language Course: A Guide for Teachers*. Printed in Canada. 2000.P. 50

According Brown, the learning of any skill involves a certain degree of investment of one's time and effort into the process. Every complex set of skills, like learning to play a musical instrument or tennis is acquired through an investment of considerable observing, focusing, practicing, monitoring, correcting, and redirecting. And so one develops strategies for perceiving others and for singling out relevant elements of language and all the other necessary behaviors essential for ultimate mastery.⁴

b. Good and Bad Language Learners

Learner strategy training had its early roots a number of years ago in studies of "good" and "bad" language learners. Research in this area tended first to identify certain successful learners and then to extract through tests of psycholinguistic factors, interviews, and other data analysis, relevant factors believed to be contributing to their success.

D. How to Teach Strategies in the Classroom

- a. Teach strategies through interactive techniques
- b. Use compensatory techniques
- c. Administer a strategy inventory
- d. Impromptu teacher initiated advice (Brown)⁵

E. The Nature of Grammar

According to Helms, that grammar is the study of the form and uses of words in sentences of a particular language all words in the English language that can be classified into eight groups. They are divided according to the work they do.

⁴Op. Cit. P.190

⁵Op. Cit.200

In accordance with the work that words do in a sentence, they are assigned to one or other of the eight parts of speech:

1. Noun
2. Pronoun
3. Adjective
4. Verb
5. Adverb
6. Preposition
7. Conjunction
8. Interjection

But in here, the writer just tells about personal pronouns in arrangement of grammar.

Subject pronouns occur in the subject position of a sentence or after the verb *be*. And object pronouns or complement pronouns occur in complement position. Whether they complement a verb or a preposition.

1. Subject pronouns (I, he, she, it, we, you, they)
2. Object pronouns (me, him, her, it, us, you, them)

Example: subject pronouns

- a. *I* go to school early
- b. *He* goes to campus every Monday
- c. *She* does her job quickly
- d. *It* doesn't matter
- e. *We* practice English everyday

- f. *You* always come late
- g. *They* study hard

Example: object pronouns

- a. She telephoned *me*
- b. The teacher gave *him* a bad grade
- c. Jhon told *her* a story
- d. Jhon beats *it* behind my house
- e. They called *us* on the telephone
- f. My mother believes *you*
- g. I gave *them* money

You and *it* are the same for subject or object, the others are different.

(Cliffs)⁶

Alfian, grammar is the key to master English subject well. Without mastering grammar is difficult to us to use English neither oral nor written.⁷

Richard states that grammar is a description of the structure of a language and the way in which linguistic units such as word and phrases are combined to produce sentence in the language. It usually takes into account the meaning and function these sentences have in the overall system of the language.⁸

River 1972in Ira Rosnawati believes that communication runs smoothly if its grammar can be understood. Therefore, speakers must be aware of the

⁶Cliff. *TOEFL, Preparation Guide Test of English as a Foreign Language*. Fifth Edition. Printed in U.S.A. 1995. P. 75

⁷Tengku Alfian. *Cara Pintar Belajar English Grammar*. Pustaka Widyatama. Yogyakarta. 2007. P. 5

⁸Op. Cit.p. 161

grammar that they use in speaking⁹. Yule 1993in Ira Rosnawati states that grammar is the rule by which we put together meaningful and part of word of a language to communicate messages that are comprehensible.¹⁰

According to Clift A rule in grammar is a generation. It is a formula that one makes to account for how a given grammatical construction usually behaves.¹¹

Widdowson says in “Learning About Linguistics An Introductory workbook” that the term grammar in its broadest sense refers to statements about the regularities and irregularities in language. In its everyday usage it evokes ideas about correctness and we hear people condemning others for their “bad grammar”. This everyday view of grammar involves value judgements about the acceptability of certain utterances and includes strong prescriptive elements. This attitude grew out of approaches to grammatical analysis which can be traced ultimately to the Ancient Greeks, and the ideas were passed on to the Western World via the Romans. Grammar had already become a set of rules prescribing ‘correct usage’ by the end of the Middle Ages.¹²

F. Grammar Technique

1. Using charts
2. Using objects
3. Using Maps and other simple drawings
4. Using dialogues

⁹Ira Rosnawati. *The Effect of Self Esteem Toward Speaking Achievement at the Second Year Students of English Education Department of UIN SUSKA RIAU*, UIN Suska Riau. 2008.

¹⁰Ibid

¹¹Ibid

¹²Widdowson. *Learning about Linguistics an Introductory Workbook*. Publishing Group. London. 1983. P.88

5. Using written text (Brown).¹³

G. The factors cause that make students not motivated in joining subject related to grammar

1. Learning that too demand such as forcing, so making student fell bored and satisfied
2. Teacher gives many tasks
3. Lack of attention toward student be loss
4. Student do not have self confident to grammar
5. Lack of book grammar
6. Less ready to risk making mistake
7. Feeling leave bad impression on the other.

H. Strategies for stimulating students involvement and enjoyment with learning

- a. Find ways to get students actively involved in the learning process
- b. Relate content objectives to student experiences
- c. Assess students' interests, hobbies, and extracurricular activities
- d. Occasionally present information and argue positions contrary to student assumption
- e. Support intruction with humor, personal experiences, incidental information and anecdotes that represent the human characteristics of the content.
- f. Use divergent questions and brainstorming activeties to stimulate active involvement.

¹³Op. Cit. P. 354

- g. Vary instructional activities while maintaining curricular focus and structure.
- h. Support spontaneity when it reinforces student academic interest
- i. By trying to monitor vocal delivery, gestures, body movement eye contact, and facial expression, teachers can evaluate the degree of enthusiasm conveyed in their teaching.
- j. Instructional objectives should be reviewed and redefined to ensure that teachers recognize their value and are commoted to ensuring that all students attain them.(James).¹⁴

I. Relevant Research

The following are some of the researches conducted based on “Teacher’s Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency”.

A research by Andi Asni in 2006, was entitled “The Correlation of Students’ Motivation in Studying Grammar Toward their Writing Ability at the Second Year Students of SMA Babussalam Pekanbaru”. This research was concerned with secondary school students, application of the contribution of students’ motivation in studying grammar toward their writing ability. In this research the result of this study is the contribution between two variables, namely; variable x as independent variable; the students’ motivation and variable y as dependent variable; the students writing ability. This research found out the

¹⁴James PRaffini. *150 Ways to Increase Intrinsic Motivation in the Classroom*, Library of Congress Cataloging in Publication Data. Printed in the U.S.A. 1996. P. 232

factors that influence the students' motivation in studying grammar. The total population of this study was 40% respondents, taken from the second year students of SMA Babussalam Pekanbaru.

J. Operational Concept

The operational concept is concept used to give the limitation to the theoretical framework in order to avoid misunderstanding and misinterpretation in this research. This research is a descriptive research. Therefore, it is focused on gaining the description of Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency. In analyzing the problem in this research, only one variable is used. The variable of this research is Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency regarding the focus of this study that teacher's strategy is investigated by the following indicators:

1. The teachers make lesson plan before teaching process
2. The teachers use English language in teaching process
3. The teachers teach Grammar by various strategies (game, reading, conversation, drama)
4. The teachers give chance for students to ask question when they do not understand the material
5. The teachers review the material that have been taught to make students more understand
6. The teachers use teaching aids activity especially in grammar skill

7. The teachers ask students to memorize some English grammar everyday
8. The teachers always correct students grammar in learning process
9. The teachers prepare strategy to students in teaching grammar
10. The teachers evaluate to measure students learning achievement

CHAPTER III

RESEARCH METHODOLOGY

A. Method of the Research

This study is descriptive quantitative research, which consist of one variable that is Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.

B. The Location and Time of the Research

This research was conducted at the Second Year Students of MAN Selatpanjang. This research was conducted from February until Marct 2011

C. The Subject and the Object of the Research

The subjects of this research were the English Teachers of MAN Selatpanjang and the object is Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.

D. The Population of the Research

The population of this research was the English Teachers who teach English lesson at State Islamic Senior High School Selatpanjang. Because the number of population is relatively small, so that the research is called total sampling.

E. Techniques of Data Collection

In getting the data needed in this research, the writer applied some techniques as follows:

1. Observation

This method was carried out to observe the Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.

According to Suharsimi, observation is an activity which is concerned toward some objects by using eyes and can be called direct observation. This method is carried out to observe the Teacher's Strategy on Teaching Grammar. In this technique, the researcher observe directly about activities of teachers in teaching, and wrote some notes. The researcher needed four times to observe the Teacher's Strategy on Teaching Grammar .¹

In this observation, there are several steps which were done by the researcher. Firstly the researcher saw how did the teacher explained the material and how the teacher used the strategy. Secondly, the researcher wrote some notes about the activity of teacher in teaching. Thirdly, besides the researcher wrote some notes, the researcher used checklist form to complete the information.

2. Interview

The technique was used to know the factors that influence the teacher's strategy in teaching grammar.

¹Suharsimi Arikunto. *Prosedur Penelitian Suatu Pendekatan Praktis*. Jakarta: PT Rineka Cipta. 2006. P. 156

This technique was used to obtain some data by asking some questions directly to the teacher. This was used to identify the technique applied by the teacher. Rea and Parker 1992(in Nana Syaodih (2006:84), state several advantages from direct interview. They are:

- a. Flexibility; the questions can be asked verbally or written and answered forthwith and some questions which are not clear or doubt can be clarified directly.
- b. Greater complexity; the researcher can be asked the complex questions.
- c. Ability to contact hard – to – reach populations; enabling to collect the data from the sample, difficult to be contacted by telephone or letter.
- d. High responses; possibility to give bigger answer than equate through post.
- e. Assurance that instructions are followed; possibility the responder gives the answer which is expected by the researcher.

In this interview, the researcher used semi structure. In this case, firstly interviewer asked some structured question. Then, one by one the interviewer asked more information completely. So, the answers could cover all variables with complete information. Then, the researcher wrote the result from the interview.

F. Technique of Data Analysis

The research was descriptive research with percentage. It was an attempt to describe and interpret the data collected as objectively as possible. The

data obtained were quantitatively analyzed into qualitative category. The researcher computed the frequencies of occurrence of each item about Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency.

The formula used to percentage the data in this research is as follow:

$$P = \frac{F}{N} \times 100$$

P = percentage

F = Frequency

N = Number of respondents (Anas Sudjiono)²

To categorize the level of Strategy of Teaching Grammar can be classified into some categories as follows:

TABLE III.1

The Category of Teacher's Strategy on Teaching Grammar

No	Category	Range
1	Very good	80%-100%
2	Good	70%-79%
3	Enough	60%-69%
4	Less	50%-59%
5	Bad	0%-49%

Suharsimi (2002:213)

²Anas Sudjiono. *Pengantar Statistik Pendidikan*. Jakarta Rajawali Press.2009. P.43.

CHAPTER IV

THE PRESENTATION OF THE DATA ANALYSIS

A. The Data Presentation

This chapter discusses data presentation dealing with data that had been obtained from observation and interview. It has been noticed that the aim of this research is to find out the teacher's strategy in teaching grammar and to know the factors that influence English teacher to apply strategy in teaching grammar.

Therefore, to gain the data about the strategy of teaching grammar by the teacher at MAN Selatpanjang, writer used observation technique. Meanwhile. In collecting the data about the factors that influence the English teacher to apply the strategy in teaching grammar, writer used interview technique.

Firstly, the writer presents the result of observation toward an English teacher who teacher at the second year of MAN Selatpanjang. For each class, the writer observed four times observation. Observation format, had two alternative answers "yes" and "no". Firstly, "yes" answer indicated that strategies were implemented well by English teacher. Secondly, "no" answer indicated that strategies were not implemented well by English teacher.

The observation result of English teacher A of MAN Selatpanjang, in the following tables:

TABLE IV.1
The Teachers Make Lesson Plan Before Teaching Grammar

NO	Observation	Observation
----	-------------	-------------

	item	I		II		III		IV		F	P
1	The teacher make lesson plan before teaching process	Y	N	Y	N	Y	N	Y	N		
			-		-	-	-		-	3	75%
	TOTAL									3	75%

The table show that the result of observation toward teachers' strategy indicates of the answer "yes" and "no". From four observation, this aspect was only implemented three times; at the first, the second, and the fourth meeting, while, at the third meeting this aspect was not implemented by the English teacher. The teacher made lesson plan before teaching grammar. For this item English teacher had implemented only 75%

TABLE IV.2
The Teachers Use English Language in Teaching Process

NO	Observation item	Observation									
		I		II		III		IV		F	P
2	The teachers use English language in teaching process	Y	N	Y	N	Y	N	Y	N		
			-	-	-		-	-	-	2	50%
	TOTAL									2	50%

Table above shows that the teacher did not always use English language in the teaching process. From four times observation, this aspect was only implemented two times; at the first and three meeting, while, at the first and three

meeting, this aspect was not implemented by the English teacher. For this item English teacher has implemented 50%.

TABLE IV.3
The Teachers Teach Grammar by Various Strategies

NO	Observation item	Observation									
		I		II		III		IV		F	P
3	The teacher teach Grammar by various strategies (game, reading, conversation, drama)	Y	N	Y	N	Y	N	Y	N		
			-		-		-		-	4	100%
	TOTAL									4	100%

The table above shows that the teacher always taught grammar by various strategies such as; game, reading, conversation, and drama. From four times observation, at the first, second, third and fourth meeting, this aspect was implemented by English teacher. For this item English teacher had implemented 100%.

TABLE IV.4
The Teacher Give Chance for the Students to Ask Question When They do not Understand

NO	Observation item	Observation									
		I		II		III		IV		F	P
4	The teacher give chance for the students to ask question when they do not understand the material	Y	N	Y	N	Y	N	Y	N		
			-		-		-		-	4	100%
	TOTAL										4 100%

Table above shows that the teacher always gave chance for students to ask question when they did not understand, here the teacher wanted students to know about the material, from four times observation, this aspect was implemented by English teacher. for this item English teacher had implemented 100%.

TABLE IV.5
The Teacher Review the Material that has been Taught to Make Students More Understand

NO	Observation item	Observation									
		I		II		III		IV		F	P
5	The teacher review the material that has been	Y	N	Y	N	Y	N	Y	N		
		-	-		-		-	-	-	2	50%

	taught to make students more understand										
	TOTAL									2	50%

The table above shows that the teacher reviewed the material, from four times observation, this aspect was only implemented 2 times; at the second and third meeting, while, at the first and fourth meeting, it was not implemented by English teacher. For this item English teacher had implemented only 50%.

TABLE IV.6
The Teacher Used Teaching Aids Activity Especially in Grammar Skill

NO	Observation item	Observation									
		I		II		III		IV		F	P
6	The teacher used teaching aids activity especially in grammar skill	Y	N	Y	N	Y	N	Y	N		
			-	-	-		-	-	-	2	50%
	TOTAL									2	50%

The table above shows that the teacher used teaching aids activity especially in grammar skill. From four times observation, at the first and third meeting. While, at the second and fourth meeting, it was not implemented by English teacher. For this item English teacher had implemented only 50%.

TABLE IV.7
The Teacher Asked to Memorize Some English Grammar Everyday

NO	Observation item	Observation									
		I		II		III		IV		F	P
7	The teacher asked to memorize some English grammar everyday	Y	N	Y	N	Y	N	Y	N		
			-		-		-		-	4	100%
	TOTAL										4 100%

The table above that the teacher always asked students to memorize about English grammar everyday. From four times observation; at the first, second, third and fourth meeting, this aspect was implemented by English teacher. For this item English teacher had implemented 100%.

TABLE IV.8
The Teacher Always Corrected Students Grammar in Learning Process

NO	Observation item	Observation									
		I		II		III		IV		F	P
8	The teacher always corrected students grammar in learning process	Y	N	Y	N	Y	N	Y	N		
		-	-		-	-	-		-	2	50%
	TOTAL										2 50%

The table above that the teacher always corrected students grammar in learning process. From four times observation, this aspect was implemented two times; at the second and fourth meeting, while, at the first and third meeting, it

was implemented by English teacher. For this item English teacher had implemented only 50%.

TABLE IV.9
The Teacher Prepare Strategy in Teaching Grammar

NO	Observation item	Observation									
		I		II		III		IV		F	P
9	The teacher prepare strategy in teaching grammar	Y	N	Y	N	Y	N	Y	N		
			-		-	-	-		-	3	75%
	TOTAL									3	75%

The table above that the teacher prepared strategy in teaching grammar, from four times observation, this aspect was implemented three times; at the first, second and fourth meeting, while, at the third meeting, it was implemented by English teacher. For this item English teacher had implemented only 75%

TABLE IV.10
The Teacher Evaluated the Students to Measure Their Learning Achievement

NO	Observation item	Observation									
		I		II		III		IV		F	P
10	The teacher evaluated the students to measure their learning achievement	Y	N	Y	N	Y	N	Y	N		
		-	-	-	-		-		-	2	50%
	TOTAL									2	50%

The table above that the teacher evaluated the students to measure their learning achievement, from four times observation, this aspect was implemented only two times; at the third and fourth meeting, while, at the first and second meeting, it was not implemented by English teacher. For this item English teacher had implemented 50%.

TABLE IV.11
The Teachers Strategy Observation List in Teaching Grammar by the Teacher A

NO	Observers items	F/yes	P	P/no
1	The teachers make lesson plan before teaching process	3	75%	25%
2	The teachers use English language in teaching process	2	50%	50%
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	4	100%	0%
4	The teachers give chance for students to ask question when they do not understand the material	4	100%	0%
5	The teacher review the material that have been taught to make students more	2	50%	50%

	understand			
6	The teachers use teaching aids activity especially in grammar skill	2	50%	50%
7	The teachers ask to memorize some English grammar everyday	4	100%	0%
8	The teachers always correct students grammar in learning process	2	50%	50%
9	The teachers prepare strategy in teaching grammar	3	75%	25%
10	The teachers evaluat the students to measure their learning achievement	2	50%	50%
	TOTAL	28	700%	300%

Based on the result observation above, it is abvious that the English teacher had implemented some aspects such as: firstly, The teachers make lesson plan before teaching process is 75%. Secondly, The teachers use English language in teaching process is 50%. Thirdly, The teachers teach Grammar by various strategies (game, reading, conversation, drama) is 100%. Fourthly, The teachers give chance for students to ask question when they do not understand the material is 100%. Fifthly, The teacher review the material that have been taught to make students understand more is 50%. Sixthly, The teachers use teaching aids activity especially in grammar skill is 50%. Seventhly, The teachers ask to memorize some English grammar everyday is 100%. Eightly, The teachers always correct students grammar in learning process is 50%. Ninethly, The teachers prepare strategy in teaching grammar is 75%. Tenthly, The teachers evaluat the students to measure their learning achievement is 50%.

The table shows that the result of the observation toward teacher's strategy indicates the number of the answer "Yes" is 700% and the answer "No" is 300% the following is the percentage of the result observation.

"Yes" : $28 : 40 \times 100\% = 70\%$

"No" : $12 : 40 \times 100\% = 30\%$

The observation result of English teacher B of MAN Selatpanjang, in the following table:

TABLE IV.1B
The Teacher Make Lesson Plan Before Teaching Grammar

NO	Observation item	Observation									
		I		II		III		IV		F	P
1	The teacher make lesson plan before teaching process	Y	N	Y	N	Y	N	Y	N		
			-		-	-	-		-	2	50%
	TOTAL										2 50%

The table shows that the result of observation toward teachers' strategy indicates of the answer "yes" and "no". From four observation, this aspect was only implemented three times; at the first and the second meeting, while, at the third and fourth meeting this aspect was not implemented by the English teacher. The teacher made lesson plan before teaching grammar. For this item English teacher had implemented only 50%.

TABLE IV.2B
The Teachers Use English Language in Teaching Process

NO	Observation item	Observation									
		I		II		III		IV		F	P
2	The teachers use English language in teaching process	Y	N	Y	N	Y	N	Y	N		
			-	-	-		-	-	-	2	50%
	TOTAL										2 50%

Table above shows that the teacher did not always use English language in the teaching process. From four times observation, this aspect was only implemented two times; at the first and third meeting, while, at the second and fourth meeting, this aspect was not implemented by the English teacher. For this item English teacher had implemented 50%.

TABLE IV.3B
The Teachers Teach Grammar by Various Strategies

NO	Observation item	Observation									
		I		II		III		IV		F	P
3	The teachers teach Grammar by various strategies	Y	N	Y	N	Y	N	Y	N		
			-		-	-	-		-	3	75%

	(game, reading, conversation, drama)										
	TOTAL									3	75%

The table above shows that the teachers always taught grammar by various strategies such as; game, reading, conversation, and drama. From four times observation, this aspect was only implemented three times at the first, second, and fourth meeting, while, at the third meeting, this aspect not implemented by the English teacher. For this item English teacher had implemented 75%.

TABLE IV.4B
The Teacher Give Chance for the Students to Ask Question When They do not Understand

NO	Observation item	Observation									
		I		II		III		IV		F	P
4	The teachers give chance for the students to ask question when they do not understand the material	Y	N	Y	N	Y	N	Y	N		
			-		-		-		-	4	100%
	TOTAL									4	100%

Table above shows that the teacher always gave chance for students to ask question when they did not understand, here the teacher wanted students to know about the material, from four times observation, this aspect was implemented by English teacher. for this item English teacher had implemented 100%.

TABLE IV.5B
The Teacher Review the Material That has been Taught to Make Students More Understand

NO	Observation item	Observation									
		I		II		III		IV		F	P
5	The teacher review the material that has been taught to make students more understand	Y	N	Y	N	Y	N	Y	N		
		-	-		-	-	-	-	-	1	25%
	TOTAL										1 25%

The table above shows that the teacher reviewed the material, from four times observation, this aspect was only implemented 1 time; at the second and meeting, while, at the first, third and fourth meeting, it was not implemented by English teacher. For this item English teacher had implemented only 25%.

TABLE IV.6B
The Teacher Used Teaching Aids Activity Especially in Grammar Skill

NO	Observation item	Observation									
		I		II		III		IV		F	P
6	The teacher	Y	N	Y	N	Y	N	Y	N		

	used teaching aids activity especially in grammar skill		-	-	-		-	-	-	2	50%
	TOTAL									2	50%

The table above shows that the teachers used teaching aids activity especially in grammar skill. From four times observation, this aspect was implemented two times, at the first and third meeting. While, at the second and fourth meeting, it was not implemented by English teacher. For this item English teacher had implemented only 50%.

TABLE IV.7B
The Teacher Asked to Memorize Some English Grammar Everyday

NO	Observation item	Observation									
		I		II		III		IV		F	P
7	The teachers ask to memorize some English grammar everyday	Y	N	Y	N	Y	N	Y	N		
			-	-	-		-		-	3	75%
	TOTAL									3	75%

The table above that the teachers always ask for students about English grammar everyday. From four times observation, this aspect was implemented three times, at the first, third and fourth meeting, while, at the second meeting, it

was not implemented by English teacher. For this item English teacher had implemented 75%

TABLE IV.8B
The Teacher Always Corrected Students Grammar in Learning Process

N O	Observation item	Observation									
		I		II		III		IV		F	P
8	The teachers always correct students grammar in learning process	Y	N	Y	N	Y	N	Y	N		
		-	-		-	-	-		-	2	50%
	TOTAL										2 50%

The table above that the teachers always correct students' grammar in learning process. From four times observation, this aspect was implemented two times; at the second and fourth meeting, while, at the first and third meeting, it was implemented by English teacher. For this item English teacher had implemented only 50%.

TABLE IV.9B
The Teacher Prepare Strategy in Teaching Grammar

NO	Observation item	Observation									
		I		II		III		IV		F	P
9	The teachers prepare strategy in teaching grammar	Y	N	Y	N	Y	N	Y	N		
			-		-	-	-		-	2	50%

	TOTAL	2	50%
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The table above that the teacher prepared strategy in teaching grammar, from four times observation, this aspect was implemented two times; at the first and the second meeting, while, at the third and the fourth meeting, it was implemented by English teacher. For this item English teacher had implemented only 50%.

TABLE IV.10B
The Teacher Evaluated the Students to Measure Their Learning Achievement

NO	Observation item	Observation									
		I		II		III		IV		F	P
10	The teachers evaluate the students to measure their learning achievement	Y	N	Y	N	Y	N	Y	N		
		-	-	-	-		-		-	2	50%
	TOTAL									2	50%

The table above that the teacher evaluate the students to measure their learning achievement, from four times observation, this aspect was implemented only two times; at the third and fourth meeting, while, at the first and second meeting, it was not implemented by English teacher. For this item English teacher had implemented 50%.

TABLE IV.11B
The Teachers Strategy Observation List in Teaching Grammar by the
Teacher B

NO	Observers items	F/yes	P	P/no
1	The teachers make lesson plan before teaching process	2	50%	50%
2	The teachers use English language in teaching process	2	50%	50%
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	3	75%	25%
4	The teachers give chance for students to ask question when they do not understand the material	4	100%	0%
5	The teachers review the material that have been taught to make students more understand	1	25%	75%
6	The teachers use teaching aids activity especially in grammar skill	2	50%	50%
7	The teachers ask to memorize some English grammar everyday	3	75%	25%
8	The teachers always correct students grammar in learning process	2	50%	50%
9	The teachers prepare strategy in teaching grammar	2	50%	50%

10	The teachers evaluat the students to measure their learning achievement	2	50%	50%
	TOTAL	23	575%	425%

Based on the result observation above, it is abvious that the English teacher had implemented some aspects such as: firstly, The teachers make lesson plan before teaching process is 50%. Secondly, The teachers use English language in teaching process is 50%. Thirdly, The teachers teach Grammar by various strategies (game, reading, conversation, drama) is 75%. Fourthly, The teachers give chance for students to ask question when they do not understand the material is 100%. Fifthly, The teacher review the material that have been taught to make students more understand is 25%. Sixthly, The teacher used teaching aids activity especially in grammar skill is 50%. Seventhly, The teachers ask to memorize some English grammar everyday is 75%. Eightly, The teachers always correct students grammar in learning process is 50%. Ninethly, The teachers prepare strategy in teaching grammar is 50%. Tenthly, The teachers evaluate the students to measure their learning achievement is 50%.

The table shows that the result of the observation toward teacher's strategy indicates the number of the answer "Yes" is 575% and the answer "No" is 425% the following is the percentage of the result observation.

"Yes" : $23 : 40 \times 100\% = 57,5\%$

"No" : $17 : 40 \times 100\% = 42,5\%$

After observation the writer has also asked two English teachers dealing with the problem faced by the English teachers in implementing the strategies of teaching grammar. Some problems to be questioned are:

1. In the teaching process, do you use English language?

For this question there are teachers who said that in teaching process they used English language but it as combined and there was a teacher who often spoke in English in order to make or create a good habitual language practice in school environment.

In the teaching process I use English, but combination because if I use English language in the class the students will confuse and not understand when I explained to them. I use English if the student not understand I translate in Bahasa Indonesia.(teacher A, Interview).

Yes I do, in teaching learning process I use English in explain the material, but if the students look confuse so I will translate to bahasa Indonesia that them understand. (teacher B, interview).

From the statement above, the teacher always used English but it was combined because the students did not understand all, so they combined bahasa Indonesia and English language.

2. What your preparation, before teaching English grammar?

Yes, I have, the first I prepared lessson plan, if I use game I prepared that before I teach English grammar in the class.(teacher A)

Yes, I have, before teaching English grammar I have preparation like prepare lesson plan, material that i would taught I have to prepare that.(teacher B).

So, in teaching English, the teachers have preparation before teaching English.

3. Do you use various strategies in teaching grammar?

Yes, I do. I use game, reading and sometime I use conversation and drama in the class.(teacher A)

To make students understand I use some ways in teaching grammar like giving clear explanation to students and giving exercise to them.(teacher B)

From the statement above, every teacher had different answers that depend on their ways to teach.

4. What are the factors that influence English teacher to apply strategy in teaching grammar?

The factors are some of the students lack motivation and they also lack of interest to practice with their friend.(teacher A)

Talking about factors that influence English teacher, it is depend on students, and I think that factor is lacking of students motivation in learning.(teacher B)

Every teacher had same answers about this problem, they said lack of the students' motivation in learning grammar and they also lack of interest to practice with their friends.

5. How do you teach grammar in the classroom?

Sometime I give material if they do not understand I explain, and sometime i use drama and game to teaching grammar in the class.(teacher A)

I teach grammar of course based on material that given.(teacher B)

6. Do you have difficulties in teaching grammar? What are they?

Yes, I have. Because many students do not know about basic arrangement of grammar, so I always correct students grammar in teaching reading, speaking, writing and listening. And some students lack of interest in learning grammar.(teacher A)

Sometime yes, the studens are difficult to understand the lesson, also in communication I have to paid much attention to the students.(teacher B)

7. Do you give suggestion for your students when they are confused in learning grammar?

Yes, I have suggestion after the end material that English is very important in this globalization era.(teacher A)

Yes, I do. I give them suggestion after I teach the material so that them clearly understand.(teacher B)

8. As far as you know, do the students understand the lesson that you have explained?

Sometime, not all students understand by my explanation, if they don't understand I try to explain more about material.(teacher A)

Not all of my students understand I will explain and give additional time to teach them.(teacher B)

9. What are the advantages of the strategy that have been applied?

The students are easy to understand grammar and they will interest to study about grammar if I use game in teaching learning process.(teacher A)

The students are easy to understand grammar andcan use it do their communication in English(teacher B)

10. Do the students understand the grammar that is taught by using the strategy?

By using the strategy, the students can understand the grammar, because that can interest them.(teacher A)

Yes, the students can understand the grammar eventhough it needs time.(teacher B)

B. The Data Analysis

This section is dealt with the data analysis. It is consistent with the findings. The analysis is focused on the strategy done by English teacher in teaching grammar at the second year students of state islamic senior high school selatpanjang.

Data analysis mean there is to analyze the result of the research through observation and interview. The descriptive technique was used to anayze the data.

Descriptive technique with quantitative data used percentage or digit. Quantitative data were taken from observation. In addition, quantitative data were acquired by adding data collected and divided with all of data, multiplying 100%.

In order to find out the category of the teacher's strategy on teaching grammar, the writer percentages clasification as follows:

No	Category	Range
1	Very good	80%-100%
2	Good	70%-79%
3	Enough	60%-69%
4	Less	50%-59%
5	Bad	0%-49%

To get the data of research formula of method used in this research was as follows:

$$P = \frac{F}{N} \times 100$$

P = percentage

F = Frequency

N = Number of respondents

After observing the English Teachers of MAN Selatpanjang in Meranti regency, the writer explained the recapitulation of Teaching Strategy on Teaching Grammar at the Second Year Students. The total percentage can be seen in the following the table:

TABLE IV.12
The Recapitulation of the English Teacher's Strategy on Teaching Grammar by the Teacher A

The table of aspect	Yes		No		Number	Percentage(%)
	F	P(%)	F	P(%)		
1	3	75	1	25	4	100%
2	2	50	2	50	4	100%
3	4	100	0	0	4	100%
4	4	100	0	0	4	100%
5	2	50	2	50	4	100%
6	2	50	2	50	4	100%
7	4	100	0	0	4	100%
8	2	50	2	50	4	100%

9	3	75	1	25	4	100%
10	2	50	2	50	4	100%
total	28	700	12	300	40	100%

From the table (IV.12) above, it can be seen that the English teacher's teaching strategies in four times observation are as follows:

1. The teachers make lesson plan before teaching process is 75%.
2. The teachers use English language in teaching process is 50%.
3. The teacher teach Grammar by various strategies (game, reading, conversation, drama) is 100%.
4. The teachers give chance for students to ask question when they do not understand the material is 100%.
5. The teachers review the material that have been taught to make students more understand is 50%.
6. The teachers use teaching aids activity especially in grammar skill is 50%.
7. The teachers ask to memorize some English grammar everyday is 100%.
8. The teachers always correct students' grammar in learning process is 50%.
9. The teachers prepare strategy in teaching grammar is 75%.
10. The teachers evaluate the students to measure their learning achievement is 50%.

From the table (IV.12) above, the writer concluded that there were some teaching strategies, consistently used by English teacher such as:

1. The teachers make lesson plan before teaching process is 75%.
2. The teachers prepare strategy in teaching grammar is 75%.
3. The teachers ask to memorize some English grammar everyday is 100%.
4. The teachers teach grammar by various strategies (game, reading, conversation, drama) is 100%.
5. The teachers give chance for students to ask question when they do not understand the material is 100%.

To find out the English teacher's teaching strategies on teaching grammar, it can be seen in the following table:

TABLE IV.13

The Classification of Strategy of the English Teacher in Teaching Grammar by the Teacher

NO	classification		Frequency		Percentage	
	score	level	Yes	No	Yes	No
1	80-100	Very good	-	-	-	-
2	70-79	Good	28	12	70	30
3	60-69	Enough	-	-	-	-
4	50-59	Less	-	-	-	-
5	0-49	Bad	-	-	-	-
Total					100%	

Based on the recapitulation the table above, it shows that the English Teacher's Teaching strategy on Teaching Grammar at the Second Year Students of MAN Selatpanjang can be analyzed by using the formula:

$$P = \frac{F}{N} \times 100$$

Where,

P = The Percentage

F = The Frequency of Score

N = The Total of Score

$$\text{The total of "yes"} = \frac{28}{40} \times 100 = 70$$

$$\text{The total of "no"} = \frac{12}{40} \times 100 = 30$$

Based on the recapitulation of the table above, it is clear that the teacher's strategy on teaching grammar at the second year students of state islamic senior high school Selatpanjang can be categorized into **"Good"** because the percentage of teachers strategies done by the English teacher in teaching grammar was 70 %. Where as, the percentage of teacher's strategies, not done by the English teacher was 30%.

The recapitulation table above shows that the result of the observation recapitulation for teachers from 4 times observation of the 10 aspect. The number of answer "yes" is 28 times or 70%. Besides, the total answer of "no" is 12 times or 30%, this shows that teaching strategy of teacher in teaching grammar done by English teacher can be categorized into **"Good"**.

TABLE IV.14**The Recapitulation of the English Teacher's Strategy on Teaching Grammar by the Teacher B**

The table of aspect	Yes		No		Number	Percentage(%)
	F	P(%)	F	P(%)		
1	2	50	2	50	4	100%
2	2	50	2	50	4	100%
3	3	75	1	25	4	100%
4	4	100	0	0	4	100%
5	1	25	3	75	4	100%
6	2	50	2	50	4	100%
7	3	75	1	25	4	100%
8	2	50	2	50	4	100%
9	2	50	2	50	4	100%
10	2	50	2	50	4	100%
total	23	575	17	425	40	100%

From the table (IV.14) above, it can be seen that the English teacher's teaching strategy in four times of observation is as follows:

1. The teachers make lesson plan before teaching process is 50%.
2. The teachers use English language in teaching process is 50%.
3. The teachers teach Grammar by various strategies (game, reading, conversation, drama) is 75%.
4. The teachers give chance for students to ask question when they do not understand the material is 100%.

5. The teacher review the material that have been taught to make students more understand is 25%.
6. The teachers use teaching aids activity especially in grammar skill is 50%.
7. The teachers ask to memorize some English grammar everyday is 75%.
8. The teachers always correct students grammar in learning process is 50%.
9. The teachers prepare strategy in teaching grammar is 50%.
10. The teachers evaluate the students to measure their learning achievement is 50%.

From the table (IV.14) above, the writer concluded that there are some teaching strategies, consistenly used by english teacher such as:

1. The teachers teach Grammar by various strategies (game, reading, conversation, drama) is 75%.
2. The teachers give chance for students to ask question when they do not understand the material is 100%.
3. The teachers ask to memorize some English grammar everyday is 75%.

To find out the English teacher's teaching strategy on teaching grammar, it can be seen in the following table:

TABLE IV.15

The Classification of Strategy of the English Teacher in Teaching Grammar by the Teacher B

NO	classification		Frequency		Percentage	
	score	level	Yes	No	Yes	No

1	80-100	Very good	-	-	-	-
2	70-79	Good	-	-	-	-
3	60-69	Enough	23	17	57,3	42,5
4	50-59	Less	-	-	-	-
5	0-49	Bad	-	-	-	-
Total					100%	

The total of “yes” = $\frac{23}{40} \times 100 = 57,5\%$

The total of “no” = $\frac{17}{40} \times 100 = 42,5\%$

Based on the recapitulation of the table above, it is clear that the teacher’s strategy on teaching grammar at the second year students of state islamic senior high school Selatpanjang can be categoried into “**Enough**” because the percentage of teacher’s strategy done by the English teacher in teaching grammar was 57,5 %. Where as, the percentage of teacher’s strategy, not done by the English teacher was 42,5%.

The recapitulation table above shows that the result of the observation recapitulation for teacher from 4 times observation of the 10 aspect. The number of answer “yes” is 23 times or 57,5%. Besides, the total answer of “no” is 17 times or 42,5%, this shows that teaching strategy of teacher’s on teaching grammar done by English teacher can be categorized into “**Enough**”.

TABLE IV.16

The Recapitulation of the English Teacher’s Strategy on Teaching Grammar by the Teacher A and B

The table of aspect	Teacher A		Teacher B		TOTAL		Average (P)
	F	P	F	P	YES	NO	
1	3	75	2	50	5	3	65,5%
2	2	50	2	50	4	4	50%
3	4	100	3	75	7	1	87,5%
4	4	100	4	100	8	0	100%
5	2	50	1	25	3	5	37,5%
6	2	50	2	50	4	4	50%
7	4	100	3	75	7	1	87,5%
8	2	50	2	50	4	4	50%
9	3	75	2	50	5	3	62,5%
10	2	50	2	50	4	4	50%
Total	28	700	23	576	51	29	637,5%

Based on the recapitulation the table above, it shows that the English teacher's teaching strategy on teaching grammar at the second year students of MAN Selatpanjang can be analyzed by using the formula:

$$P = \frac{F}{N} \times 100$$

Where,

P = The Percentage

F = The Prequency of Score

N = The Total of Score

$$\text{The total of "Yes"} P = \frac{51}{80} \times 100 = 63,75\%$$

$$\text{The total of "No"} P = \frac{29}{80} \times 100 = 36,25\%$$

By using this formula, it is found that the percentage of the English teacher's teaching strategy on teaching grammar aloud is 63,75%. And it is classified into "**Enough**".

So, the result of the teacher's strategy "A" on teaching grammar at the second year students of MAN Selatpanjang is categorized into "**Good**". And the result of the teacher's strategy "B" teaching grammar at the second year students of MAN Selatpanjang is categorized into "**Enough**".

CHAPTER V

CONCLUSION AND SUGGESTION

A. The Conclusion

This research is a descriptive study on the Teachers's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang in 2011 academic year. Besides that, the writer wants to know how they apply the strategy in teaching and learning process. Thus in order to meet these objectives, the writer has conducted a research by using two instruments; observation and interview.

Based on the observation result and the focus on data finding, the writer concludes that English teacher's strategy in teaching grammar to the second year students at MAN Selatpanjang in 2011 academic year is by using direct observation with alternative answer "yes" and "no". It shows that from two Teachers the number of: The total of "Yes" 51 = (63,75%) and The total of "No" 29 = (36,25%). Therefore, by having this percentage, it is obviously indicated that the Teacher's strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School Selatpanjang Tebing Tinggi District of Meranti Island Regency is categorized "ENOUGH". This fact can be seen from observation that the teacher seldom uses these strategies in teaching learning process.

Based on the interview result, the writer can draw a conclusion that the English Teacher of MAN Selatpanjang has applied some strategies in teaching grammar. There are as follows:

1. The teacher uses game, reading, conversation and drama in teaching grammar
2. The teacher give suggestion after the end of material
3. Speaking English in the class.
4. The teacher ask the students to memorize some English grammar everyday

B. The Suggestion

From the conclusion above, the writer would like to suggest some points especially for English teachers who are teaching in the State Islamic Senior High School Selatpanjang. To improve students' ability in grammar, they have to make good programs that may make students participate in the activity of teaching and learning process. The teachers have to construct the good ways in teaching English grammar that make students understand. The teachers also have to take more attention, motivation and give the students good ways in mastering their English grammar.

Finally, to the principle, the writer also recommends, the success of teaching and learning English should be supported by other programs, perhaps, they should be exactly concerned with students based on students' need. Here, English teacher can use some strategies to teach grammar, so that what is targeted would be easily reached.

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APPENDIX I

The Material Observation About the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher A

Meeting : 1 (First)

NO	Observers items	The Result of Observation	
		Yes	No
1	The teachers make lesson plan before teaching process	✓	-
2	The teachers use English language in teaching process	✓	-
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	✓	-
4	The teachers give chance for students to ask question when they do not understand the material	✓	-
5	The teacher review the material that have been taught to make students more understand	-	✓
6	The teachers use teaching aids activity especially in grammar skill	✓	
7	The teachers ask to memorize some English grammar everyday	✓	
8	The teachers always correct students grammar in learning process	-	✓
9	The teachers prepare strategy in teaching grammar	✓	-
10	The teachers evaluat the students to measure their learning achievement	-	✓

Selatpanjang, March 2011
Observer

Trisnawati
Nim. 10614003410

APPENDIX II

The Material Observation About the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher A

Meeting : 2 (Second)

NO	Observers items	The Result of Observation	
		Yes	No
1	The teachers make lesson plan before teaching process	✓	-
2	The teachers use English language in teaching process		✓
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	✓	-
4	The teachers give chance for students to ask question when they do not understand the material	✓	-
5	The teacher review the material that have been taught to make students more understand	✓	
6	The teachers use teaching aids activity especially in grammar skill	-	✓
7	The teachers ask to memorize some English grammar everyday	✓	-
8	The teachers always correct students grammar in learning process	✓	-
9	The teachers prepare strategy in teaching grammar	✓	-
10	The teachers evaluat the students to measure their learning achievement	-	✓

Selatpanjang, March 2011
Observer

Trisnawati
Nim. 10614003410

APPENDIX III

The Material Observation About the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher A

Meeting : 3 (Third)

NO	Observers items	The Result of Observation	
		Yes	No
1	The teachers make lesson plan before teaching process	-	✓
2	The teachers use English language in teaching process	✓	-
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	✓	-
4	The teachers give chance for students to ask question when they do not understand the material	✓	-
5	The teacher review the material that have been taught to make students more understand	✓	-
6	The teachers use teaching aids activity especially in grammar skill	✓	
7	The teachers ask to memorize some English grammar everyday	✓	-
8	The teachers always correct students grammar in learning process	-	✓
9	The teachers prepare strategy in teaching grammar		✓
10	The teachers evaluat the students to measure their learning achievement	✓	-

Selatpanjang, March 2011
Observer

Trisnawati
Nim. 10614003410

APPENDIX IV

The Material Observation About the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher A

Meeting : 4 (Fourth)

NO	Observers items	The Result of Observation	
		Yes	No
1	The teachers make lesson plan before teaching process	✓	-
2	The teachers use English language in teaching process	-	✓
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	✓	-
4	The teachers give chance for students to ask question when they do not understand the material	✓	-
5	The teacher review the material that have been taught to make students more understand	-	✓
6	The teachers use teaching aids activity especially in grammar skill	-	✓
7	The teachers ask to memorize some English grammar everyday	✓	-
8	The teachers always correct students grammar in learning process	✓	-
9	The teachers prepare strategy in teaching grammar	✓	-
10	The teachers evaluat the students to measure their learning achievement	✓	-

Selatpanjang, March 2011
Observer

Trisnawati
Nim. 10614003410

APPENDIX V

Observation Recapitulation of the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher A

NO	Observers items	F/yes	P	P/no
1	The teachers make lesson plan before teaching process	3	75%	25%
2	The teachers use English language in teaching process	2	50%	50%
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	4	100%	0%
4	The teachers give chance for students to ask question when they do not understand the material	4	100%	0%
5	The teacher review the material that have been taught to make students more understand	2	50%	50%
6	The teachers use teaching aids activity especially in grammar skill	2	50%	50%
7	The teachers ask to memorize some English grammar everyday	4	100%	0%
8	The teachers always correct students grammar in learning process	2	50%	50%
9	The teachers prepare strategy in teaching grammar	3	75%	25%
10	The teachers evaluat the students to measure their learning achievement	2	50%	50%
	TOTAL	28	700%	300%

APPENDIX VI

The Material Observation About the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher B

Meeting : 1 (First)

NO	Observers items	The Result of Observation	
		Yes	No
1	The teachers make lesson plan before teaching process	✓	-
2	The teachers use English language in teaching process	✓	-
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	✓	-
4	The teachers give chance for students to ask question when they do not understand the material	✓	-
5	The teacher review the material that have been taught to make students more understand	-	✓
6	The teachers use teaching aids activity especially in grammar skill	✓	-
7	The teachers ask to memorize some English grammar everyday	✓	-
8	The teachers always correct students grammar in learning process	-	✓
9	The teachers prepare strategy in teaching grammar	✓	-
10	The teachers evaluat the students to measure their learning achievement	-	✓

Selatpanjang, March 2011
Observer

Trisnawati
Nim. 10614003410

APPENDIX VII

The Material Observation About the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher B

Meeting : 2 (Second)

NO	Observers items	The Result of Observation	
		Yes	No
1	The teachers make lesson plan before teaching process	✓	-
2	The teachers use English language in teaching process	-	✓
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	✓	-
4	The teachers give chance for students to ask question when they do not understand the material	✓	-
5	The teacher review the material that have been taught to make students more understand	✓	-
6	The teachers use teaching aids activity especially in grammar skill	-	✓
7	The teachers ask to memorize some English grammar everyday	-	✓
8	The teachers always correct students grammar in learning process	✓	-
9	The teachers prepare strategy in teaching grammar	✓	-
10	The teachers evaluat the students to measure their learning achievement	-	✓

Selatpanjang, March 2011
Observer

Trisnawati
Nim. 10614003410

APPENDIX VIII

The Material Observation About the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher B

Meeting : 3 (Third)

NO	Observers items	The Result of Observation	
		Yes	No
1	The teachers make lesson plan before teaching process	-	✓
2	The teachers use English language in teaching process	✓	-
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	-	✓
4	The teachers give chance for students to ask question when they do not understand the material	✓	-
5	The teacher review the material that have been taught to make students more understand	-	✓
6	The teachers use teaching aids activity especially in grammar skill	✓	-
7	The teachers ask to memorize some English grammar everyday	✓	-
8	The teachers always correct students grammar in learning process	-	✓
9	The teachers prepare strategy in teaching grammar	-	✓
10	The teachers evaluat the students to measure their learning achievement	✓	-

Selatpanjang, March 2011
Observer

Trisnawati
Nim. 10614003410

APPENDIX IX

The Material Observation About the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher B

Meeting : 4 (Fourth)

NO	Observers items	The Result of Observation	
		Yes	No
1	The teachers make lesson plan before teaching process	-	✓
2	The teachers use English language in teaching process	-	✓
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	✓	-
4	The teachers give chance for students to ask question when they do not understand the material	✓	-
5	The teacher review the material that have been taught to make students more understand	-	✓
6	The teachers use teaching aids activity especially in grammar skill	-	✓
7	The teachers ask to memorize some English grammar everyday	✓	-
8	The teachers always correct students grammar in learning process	✓	-
9	The teachers prepare strategy in teaching grammar	-	✓
10	The teachers evaluat the students to measure their learning achievement	✓	-

Selatpanjang, March 2011
Observer

Trisnawati
Nim. 10614003410

APPENDIX X

Observation Recapitulation of the Teacher's Strategy on Teaching Grammar at the Second Year Students by the Teacher B

NO	Observers items	F/yes	P	P/no
1	The teachers make lesson plan before teaching process	2	50%	50%
2	The teachers use English language in teaching process	2	50%	50%
3	The teachers teach Grammar by various strategies (game, reading, conversation, drama)	3	75%	25%
4	The teachers give chance for students to ask question when they do not understand the material	4	100%	0%
5	The teachers review the material that have been taught to make students more understand	1	25%	75%
6	The teachers use teaching aids activity especially in grammar skill	2	50%	50%
7	The teachers ask to memorize some English grammar everyday	3	75%	25%
8	The teachers always correct students grammar in learning process	2	50%	50%
9	The teachers prepare strategy in teaching grammar	2	50%	50%
10	The teachers evaluate the students to measure their learning achievement	2	50%	50%
	TOTAL	23	575%	425%

APPENDIX XI

The Material Interview About the Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School (MAN) by the Teacher A

1. In the teaching process, do you use English language?

In the teaching process I use English, but combination because if I use English language in the class the students will confuse and not understand when I explained to them. I use English if the student not understand I translate in Bahasa Indonesia.

2. What your preparation, before teaching English grammar?

Yes, I have, the first I prepared lesson plan, if I use game I prepared that before I teach English grammar in the class.

3. Do you use various strategies in teaching grammar?

Yes, I do. I use game, reading and sometime I use conversation and drama in the class.

4. What are the factors that influence English teacher to apply strategy in teaching grammar?

The factor are some of the students lack motivation and they also lack of interest to practice with their friend.

5. How do you teach grammar in the classroom?

Sometime I give material if they do not understand I explain, and sometime i use drama and game to teaching grammar in the class.

6. Do you have difficulties in teaching grammar? What are they?

Yes, I have. Because many students do not know about basic arrangement of grammar, so I always correct students grammar in teaching reading, speaking, writing and listening. And some students lack of interest in learning grammar.

7. Do you give suggestion for your students when they are confused in learning grammar?

Yes, I have suggestion after the end material that English is very important in this globalization era.

8. As far as you know, do the students understand the lesson that you have explained?

Sometime, not all students understand by my explanation, if they don't understand I try to explain more about material.

9. What are the advantages of the strategy that have been applied?

The students are easy to understand grammar and they will interest to study about grammar if I use game in teaching learning process.

10. Do the students understand the grammar that is taught by using the strategy?

By using the strategy, the students can understand the grammar, because that can interest them.

Selatpanjang, March 2011
Interviewer

Trisnawati
Nim. 10614003410

APPENDIX XII

The Material Interview About the Teacher's Strategy on Teaching Grammar at the Second Year Students of State Islamic Senior High School (MAN) by the Teacher B

1. In the teaching process, do you use English language?

Yes I do, in teaching learning process I use English in explain the material, but if the students look confuse so I will translate to bahasa Indonesia that them understand.

2. What your preparation, before teaching English grammar?

Yes, I have, before teaching English grammar I have preparation like prepare lesson plan, material that i would taught I have to prepare that.

3. Do you use various strategies in teaching grammar?

To make students understand I use some ways in teaching grammar like giving clear explanation to studens and giving exercise to them.

4. What are the factors that influence English teacher to apply strategy in teaching grammar?

Talking about factors that influence English teacher, it is depend on students, and I think that factor is lacking of students motication in learning.

5. How do you teach grammar in the classroom?

I teach grammar of course based on material that given.

6. Do you have difficulties in teaching grammar? What are they?

Sometime yes, the studens are difficult to understand the lesson, also in communication I have to paid much attention to the students.

7. Do you give suggestion for your students when they are confused in learning grammar?

Yes, I do. I give them suggestion after I teach the material so that them clearly understand.

8. As far as you know, do the students understand the lesson that you have explained?

Not all of my students understand I will explain and give additional time to teach them.

9. What are the advantages of the strategy that have been applied?

The students are easy to understand grammar and can use it do their communication in English.

10. Do the students understand the grammar that is taught by using the strategy?

Yes, the students can understand the grammar even though it needs time.

Selatpanjang, March 2011
Interviewer

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